

# GLOBAL KIDS ONLINE: CHILDREN'S RIGHTS IN THE DIGITAL AGE

A decorative graphic consisting of a horizontal line of overlapping circles in various colors (blue, purple, red, dark blue) and shades of grey, spanning the width of the slide.

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[www.globalkidsonline.net](http://www.globalkidsonline.net)

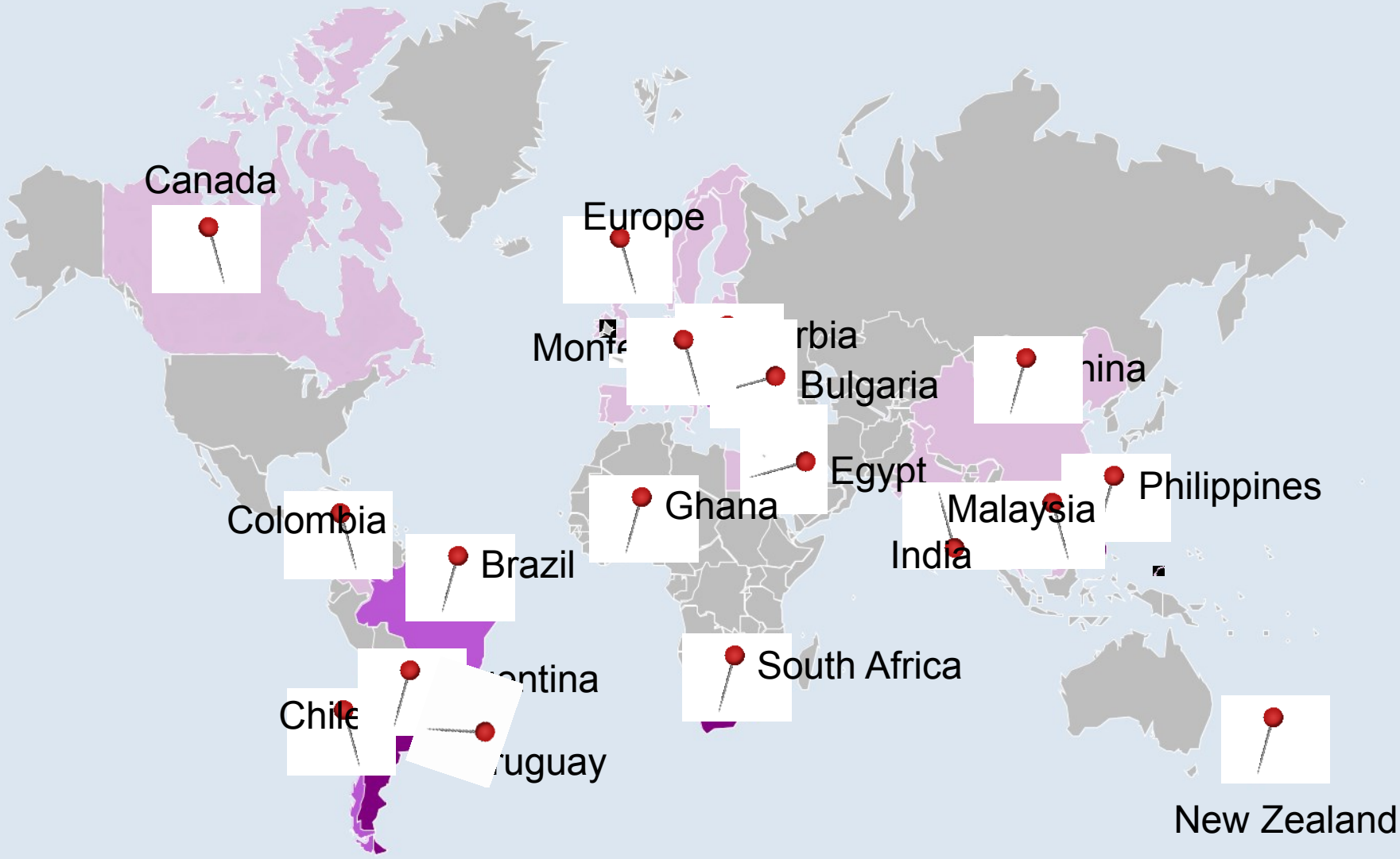
# Global Kids Online Network



A collaborative effort



- Build on the work of EU Kids Online (33-country EC-funded network, surveys in Europe+ since 2009)
- Expand the evidence from the global South (WeProtect-funded, 2015-16)
- Build and test a research framework and a toolkit for comparative research on children's online experiences worldwide
- Pilot stage: Argentina, Serbia, Philippines, South Africa
- Growing comparative evidence base (over 33 countries in 2019)
- Developing definitions, measures, standards and procedures
- A comparative approach which allows both contextualisation and standardisation
- Learning from the priorities, characteristics and demands of particular research contexts
- Knowledge exchange and capacity building
- Imbedding evidence in policy and practice: managing the relation between research, policy-makers and other stakeholders



# Methodology



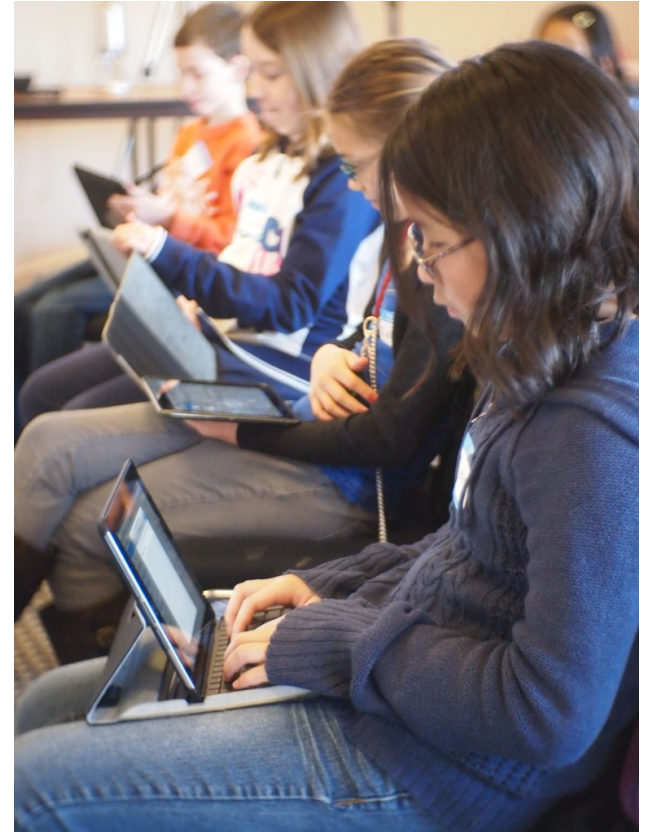
	Albania	Argentina	Brazil	Bulgaria	Chile	Ghana
Sample	National representative	National representative	National representative	National representative	National representative	National representative
Survey size	1,000 children & parents	1,106	3,102 children & parents	1,000 children & parents	1,000 children & parents	2,000 children & 1,000 parents
Age group	9-17	13-17	9-17	9-17	9-17	9-17
Administration	Home, face-to-face	Home, face-to-face	Home, face-to-face	Home, face-to-face	Home, face-to-face	Home, mobile-administrated
Language	Albanian	Spanish	Portuguese	Bulgarian	Spanish	Twi, Ewe, Dagbani, Hausa, Ga
Fieldwork	Apr-May 2018	Oct 2015	Nov 2017 - May 2018	Sep 2016	Aug/Oct 2016	June/Sept, 2017
Internet	Once in last 3 months	Once in last 3 months	Once in last 3 months	Once in last 3 months	Once in last 3 months	Once in last 3 months
Country partner	<a href="#">UNICEF Albania</a>	<a href="#">UNICEF Argentina</a>	<a href="#">Cetic.br</a>	<a href="#">Applied Research and Communications Fund</a>	<a href="#">Universidad Academia de Humanismo Cristiano</a>	<a href="#">UNICEF Ghana</a>
More about the study	<a href="#">Albania</a>	<a href="#">Argentina</a>	<a href="#">Brazil</a>	<a href="#">Bulgaria</a>	<a href="#">Chile</a>	<a href="#">Ghana</a>

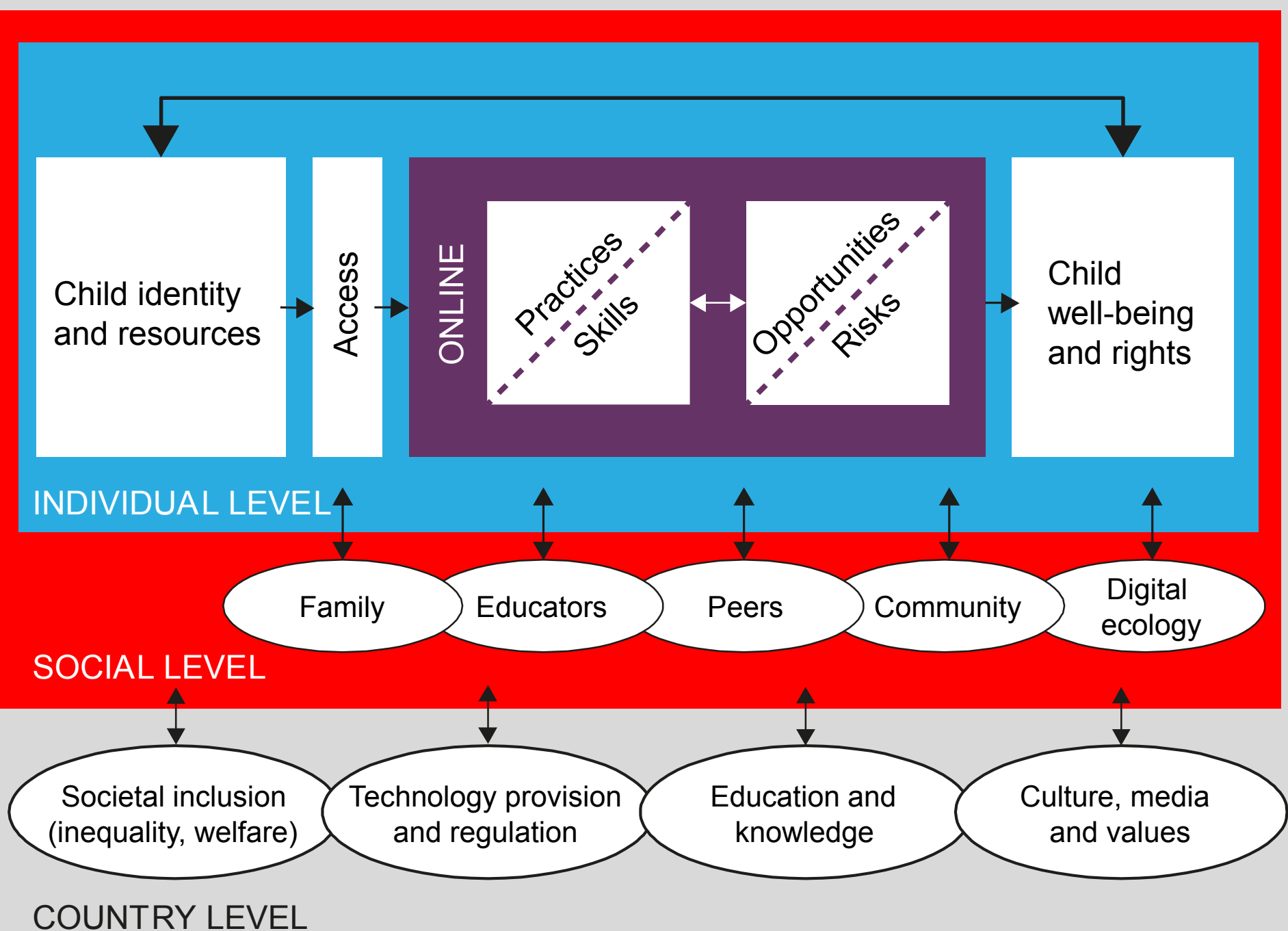
# Methodology

	Montenegro	Philippines	Serbia	South Africa	Uruguay
Sample	National representative	Convenience	Convenience	Convenience	representative of locations of 5,000+ inhabitants
Survey size	1,002 children & parents	121 children & parents	197 children & parents	913 children & 532 parents	948 & parents
Age group	9-17	9-17	9-17	9-17	9-17
Administration	Home, face-to-face	Home, tablet-administered	School, face-to-face	Home, face-to-face	Home, face-to-face
Language	Montenegrin	Tagalog	Serbian	English	Spanish
Fieldwork	June 2016	May-Jun 2016	Feb/Mar 2016	Feb/Mar 2016	July-Sept 2017
Internet	Once in last 3 months	Once in last 3 months	Once in last 3 months	Once in last 3 months, non-users	Once in last 3 months
Country partner	<a href="#">UNICEF Montenegro</a>	<a href="#">UNICEF Philippines</a>	<a href="#">University of Belgrade</a>	<a href="#">Centre for Justice and Crime Prevention</a>	<a href="#">Universidad Católica del Uruguay</a>
More about the study	<a href="#">Montenegro</a>	<a href="#">Philippines</a>	<a href="#">Serbia</a>	<a href="#">South Africa</a>	<a href="#">Uruguay</a>

# Research questions

- When and how does use of the internet contribute positively to children's lives – providing diverse opportunities to benefit that may contribute to their well-being?
- When and how is use of the internet problematic in children's lives – amplifying the risk of harm and potentially undermining their well-being?





# Approach to child online protection



- Child-centred approach – focusing on what they identify as bothering or upsetting;
- Looking at the offline and online environment;
- Distinguishing wanted and unwanted experiences;
- Different roles children can play in relation to risky online content – as receivers, participants and actors;
- Distinguishing between risk and harm;
- A wide range of online risks: as ‘stranger danger’, cyberbullying, exposure to sexual content, harm from online risk, excessive internet use, and risky online opportunities;
- Blurred boundaries between risk and opportunity – risky opportunities;



# Proposed key measures

- Based on the previous work carried out by EU Kids Online network
- Developed by the GKO network through the pilot testing and full implementation in multiple countries
- In consultations with GKO International Advisory Group and selected experts
- Periodic review and revision to improve the measures (new data collection experiences and in the light of technological change)
- To be included in future survey research about children's circumstances, experiences or life chances
- Use: individual internet use by children; face-to-face administration, usually at home.
- Population: 9–17 year olds who have used the internet 'from any location in the last three months'

# Proposed key measures

- **Access:** one priority question for internet access (Q1Access) and four additional questions for barriers to and frequency of access, places of use, and devices used (Q2Barriers, Q3Frequency, Q4Places, Q5Devices)
- **Activities and skills:** two priority questions for online activities (Q6Activities) and for digital skills (Q7Skills)
- **Risks:** two priority questions for online harm (Q8Harm) and overall exposure to online risks (Q9Risk); two optional questions for frequency of exposure to online risks (Q10Risks Frequency) and excessive internet use (Q11ExcessiveUse)
- **Social support:** one priority question for social support (Q12Support) and one additional question on usefulness of social support (Q13Support Usefulness)

Available at: <http://globalkidsonline.net/wp-content/uploads/2016/04/Key-measures-Global-Kids-Online.pdf>

# SECTION 1: ACCESS

**Internet access (Q1Access, priority):**

***Are you able to access the internet when you want to or need to?***

*Choose one answer. 1. Never; 2. Sometimes; 3. Often; 4. Always*

**Barriers to use (Q2Barriers):**

***(If 'Never' or 'Sometimes' to Q1Access) When you are unable to access the internet, what are the reasons?***

*Choose (tick) as many answers as you wish:*

- a. My parents don't allow me to
- b. My teachers don't allow me to
- c. Devices (mobile phone, computer, tablet) are too expensive
- d. There is no signal or poor signal where I live
- e. Paying for internet/ data is too expensive
- f. The internet doesn't provide what I want or need
- g. It's too difficult to use
- h. I do not have enough time to go online
- i. The internet is too time consuming
- j. I am worried about my privacy
- k. It's not for people of my age
- l. It's not for people like me
- m. Other
- n. I can always access the internet

# SECTION 1: ACCESS

## Frequency of use (Q3Frequency):

*How often do you go online or use the internet at the following places?*

*Answer for each option. 1. Never; 2. Hardly ever; 3. At least every month; 4. At least every week; 5. Daily or almost daily; 6. Several times each day; 7. Almost all the time.*

- a. At school or college
- b. At home
- c. In the home of friends or relatives
- d. In a public place (for example, in libraries, cafes, computer shops)
- e. When I am on my way somewhere (e.g., on the street, in a bus or car)
- f. When I am somewhere by myself

## Places of internet use (Q4Places)

*Using the pervious question*

# SECTION 1: ACCESS

**Devices used (Q5Devices):**

*How often do you go online or use the internet using the following devices?*

*Answer for each option. 1. Never; 2. Hardly ever; 3. At least every month; 4. At least every week; 5. Daily or almost daily; 6. Several times each day; 7. Almost all the time.*

- a. A mobile phone that is not a smartphone [Add local examples to explain]
- b. A smartphone [insert local examples]
- c. A desktop computer
- d. A laptop or notebook computer
- e. A tablet [insert local examples]
- f. A games console [insert local examples]

# SECTION 2: ACTIVITIES AND SKILLS

## Online activities (Q6Activities, priority)

*Have you done these things online in the past month?*

*Answer for each option. 1. Yes; 2. No; 3. Prefer not to say*

### **Learning**

- a. I learned something new by searching online
- b. I looked for information about work or study opportunities

### **Community participation**

- c. I looked for resources or events about my local neighbourhood
- d. I used the internet to talk to people from places or backgrounds different from mine

### **Civic participation**

- e. I looked for news online
- f. I discussed political or social problems with other people online

### **Creative participation**

- g. I created my own video or music and uploaded it to share
- h. I created a blog or story or website online

### **Social relationships**

- i. I visited a social networking site (e.g., Facebook *[explain/ add local examples]*)
- j. I talked to family or friends who live further away (e.g., by Skype *[explain/add local examples]*)
- k. I used instant messaging (IM) *[insert local examples, e.g., Viber, WhatsApp]*

### **Entertainment**

- l. I watched video clips (e.g., on YouTube *[insert local examples]*)
- m. I played online games

### **Personal**

- n. I looked for health information for myself or someone I know
- o. I participated in a site where people share my interests or hobbies

# SECTION 2: ACTIVITIES AND SKILLS



## Digital skills (Q7Skills, priority)

*Please indicate how true the following things are of you when thinking about how you use technologies such as mobile phones and the Internet.*

*If you don't understand, say 'I do not understand what you mean by this'. If you have never done this, think of how much this would apply to you if you had to do this now.*

*On a scale from 1 to 5 where 1 is 'Not at all true of me' and 5 is 'Very true of me', how true are these of you?*

### **Operational skills**

- a. I know how to save a photo that I find online
- b. I know how to change my privacy settings (e.g., on a social networking site)

### **Information/ browsing skills**

- c. I find it easy to check if the information I find online is true
- d. I find it easy to choose the best keywords for online searches

### **Social skills**

- e. I know which information I should and shouldn't share online
- f. I know how to remove people from my 'friend' or contact lists

### **Creative skills**

- g. I know how to post online video or music that I have created myself
- h. I know how to edit or make basic changes to online content that others have created

### **Mobile skills**

- i. I know how to install apps on a mobile device (e.g., phone or tablet)
- j. I know how to keep track of the costs of mobile use

# SECTION 3: Risks

Online harm (Q8Harm, priority)

*In the PAST MONTH, has anything happened online that bothered or upset you in some way (e.g., made you feel uncomfortable, scared or that you shouldn't have seen it)?*

*Choose one answer: 1. No; 2. Yes; 3. Prefer not to say*

Exposure to online risks (Q9Risks, priority)

*In the PAST YEAR, has any of the following happened to you on the internet? Answer for each option:*

*1. No; 2. Yes; 3. Prefer not to say*

## **Contact risks**

- a. I had contact on the internet with someone I have not met face-to-face before
- b. I met someone face-to-face that I first got to know on the internet
- c. I met someone face-to-face that I first got to know on the internet and it was upsetting for me

## **Hurtful behaviour**

- d. I was treated in a hurtful or nasty way
- e. I treated someone else in a hurtful or nasty way
- f. Somebody used my personal information in a way I didn't like
- g. Somebody created a page or image about me that was hostile or hurtful

## **Sexual risks**

- h. I saw sexual images
- i. I saw sexual images and it was upsetting for me
- j. I received a sexual message (e.g. words, pictures or videos)
- k. I sent or posted sexual messages (e.g. words, pictures or videos about me or someone else)

## **Other risks**

- l. The device (e.g., phone, tablet, computer) I use got a virus or spyware
- m. I lost money by being cheated on the internet
- n. Somebody used my password to access my information or to pretend to be me



# SECTION 3: Risks

## Frequency of exposure to online risks (Q10RisksFrequency)

*(If 'Yes' to Q9Risks) In the past year, how often did this happen?*

*Choose one answer: 1. Just once or twice; 2. At least every month; 3. At least every week; 4. Daily or almost daily; 5. Prefer not to say*

## Excessive internet use (Q11ExcessiveUse)

*In the past year, how often have these things happened to you?*

*Answer for each option. 1. Never; 2. Hardly ever; 3. Sometimes; 4. Often; 5. Very often.*

- a. I have gone without eating or sleeping because of the time I spent on the internet
- b. I have experienced conflicts with family or friends because of the time I spent on the internet
- c. My grades have dropped because of the time I spent on the internet
- d. I have tried unsuccessfully to spend less time on the internet
- e. I think the amount of time I spend on the internet causes problems for me

# SECTION 4: Social support

## Social support (Q12Support, priority)

*(If 'Yes' to Q8harm) The last time something happened online that bothered or upset you, did you talk to anyone of these people about it?*

*Choose (tick) as many answers as you wish*

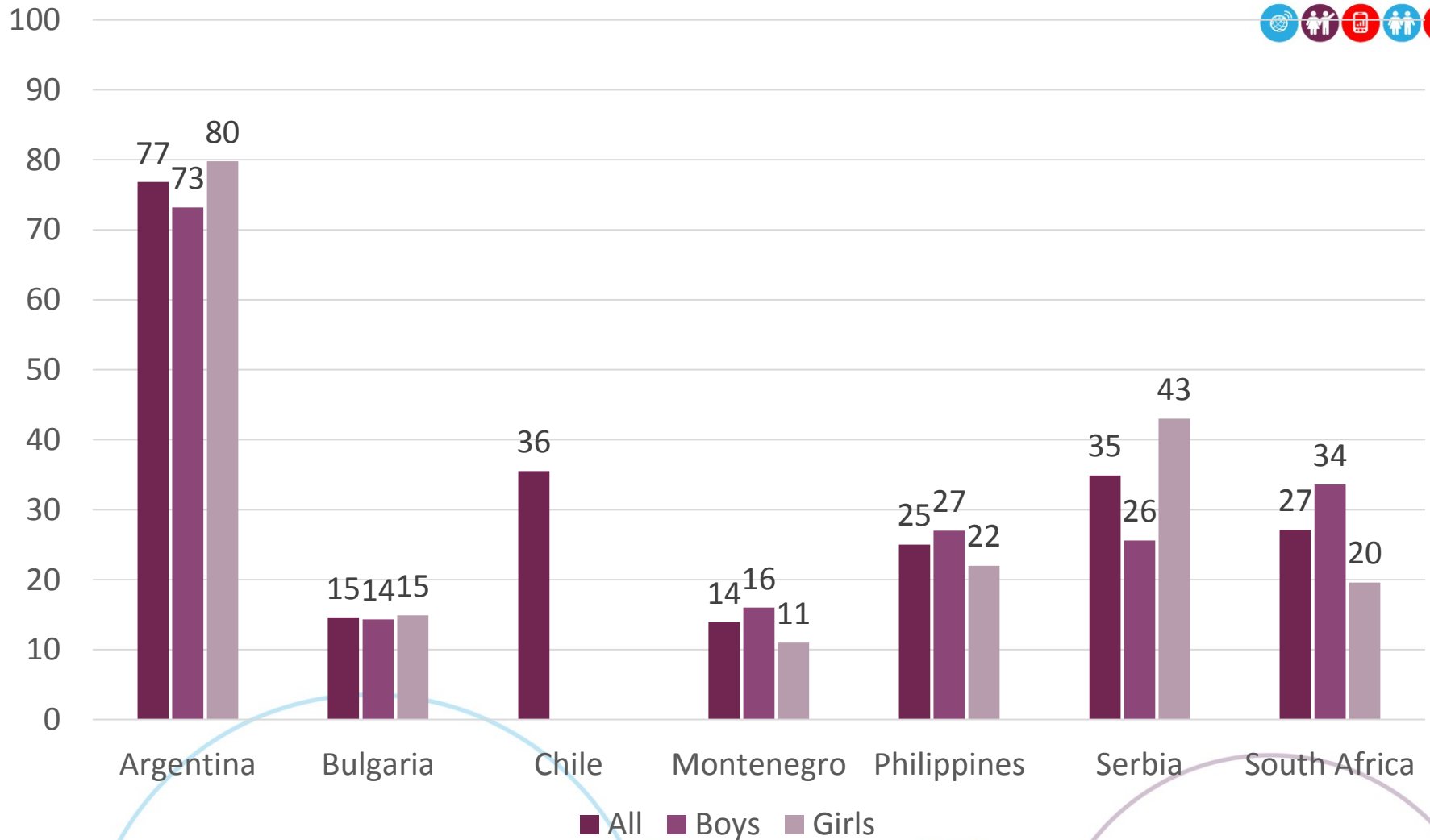
- a. My mother or father (or step/ foster mother or father)
- b. My brother or sister (or step/ foster/ half sibling)
- c. A friend around my age
- d. A teacher
- e. Someone whose job it is to help children
- f. Another adult I trust
- g. Someone else
- h. I didn't talk to anyone
- i. Prefer not to say

## Usefulness of social support (Q13SupportUse)

*(If 'Yes' to each option in Q12Support) The last time you talked to someone how useful was it?*

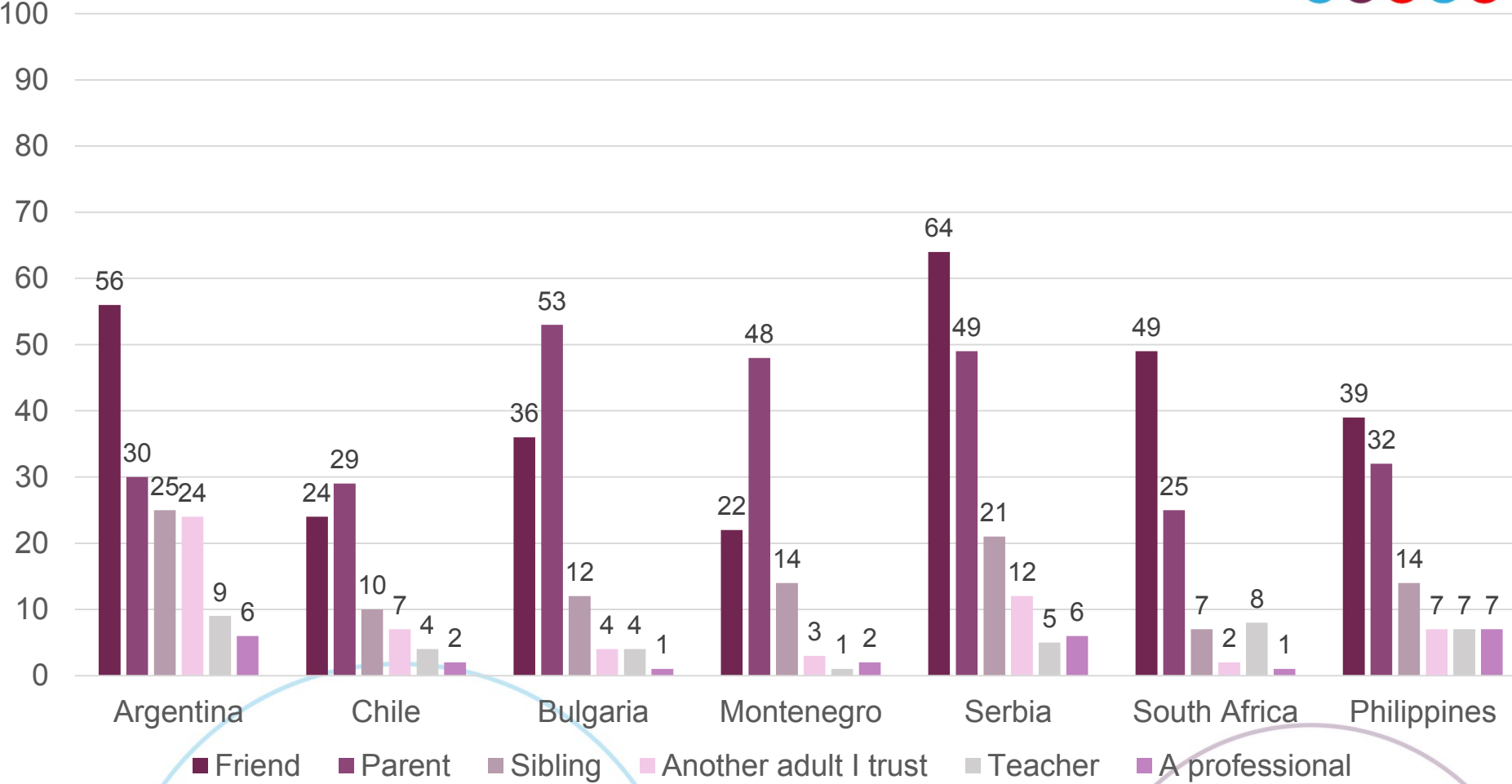
- a. Not at all
- b. A little
- c. A lot

In the PAST YEAR, has anything happened online that bothered or upset you in some way? (% Yes, by gender and country)





The last time something happened online that bothered or upset you, did you talk to any of these people about it? (% yes, by country)



# Children's rights in the digital age

Gathering global evidence on children's online rights, opportunities, and risks



Tools for researchers

Research results

Research updates

About the project

Participating countries

Contact

## Tools for researchers

A multi-method toolkit for investigating children's online experiences around the world

## Research results

Our research results and latest findings from around the world

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## Research updates



### Brazilian findings: more children read online news

26th November 2018

The Regional Center for Studies on the Development of the Information Society (Cetic.br) launched the results of the sixth ICT Kids Online Brazil survey. The results show that more children are now online (85% of children aged 9 to 17 years),

### Children and the internet: new findings from Ghana

23rd October 2018

UNICEF Ghana is launching its new report on children's experiences online as part of the National Cyber Security Month Campaign by the First Lady of Ghana. Key findings are that the internet offers important learning, socialising, and

### Global Kids Online New Zealand

24th September 2018

Netsafe is working in partnership with UNICEF to bring the Global Kids Online methodology to Aotearoa, New Zealand. Netsafe has a statutory role under the Harmful Digital Communications Act (HDCA) to resolve complaints from victims and provide educational content

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